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ABSTRACT

This booklet describes the recommendations for training and accreditation of adult educators in the Asia-South Pacific regions as determined by educators who met in workshops in 1985. It also provides guidelines for adult education organizations in the area. Objectives are listed for the training of trainers, including setting up a support network, identifying gaps in training, identifying needs of trainers, setting up methods and approaches to training, establishing regional training centers, and setting criteria for selection and certification of trainers. A second group of similar recommendations are included for community-based educators. Module content is suggested for basic and advanced training of adult educators. Following a separate workshop, guidelines for the management of adult education associations were issued. These guidelines provide information on the roles and functions of the association secretary and suggestions for strengthening adult education associations. Appendixes provide specific information on the roles and functions of the association secretaries in the various countries of the Asia-South Pacific region. A copy of the membership application is included. (KC)

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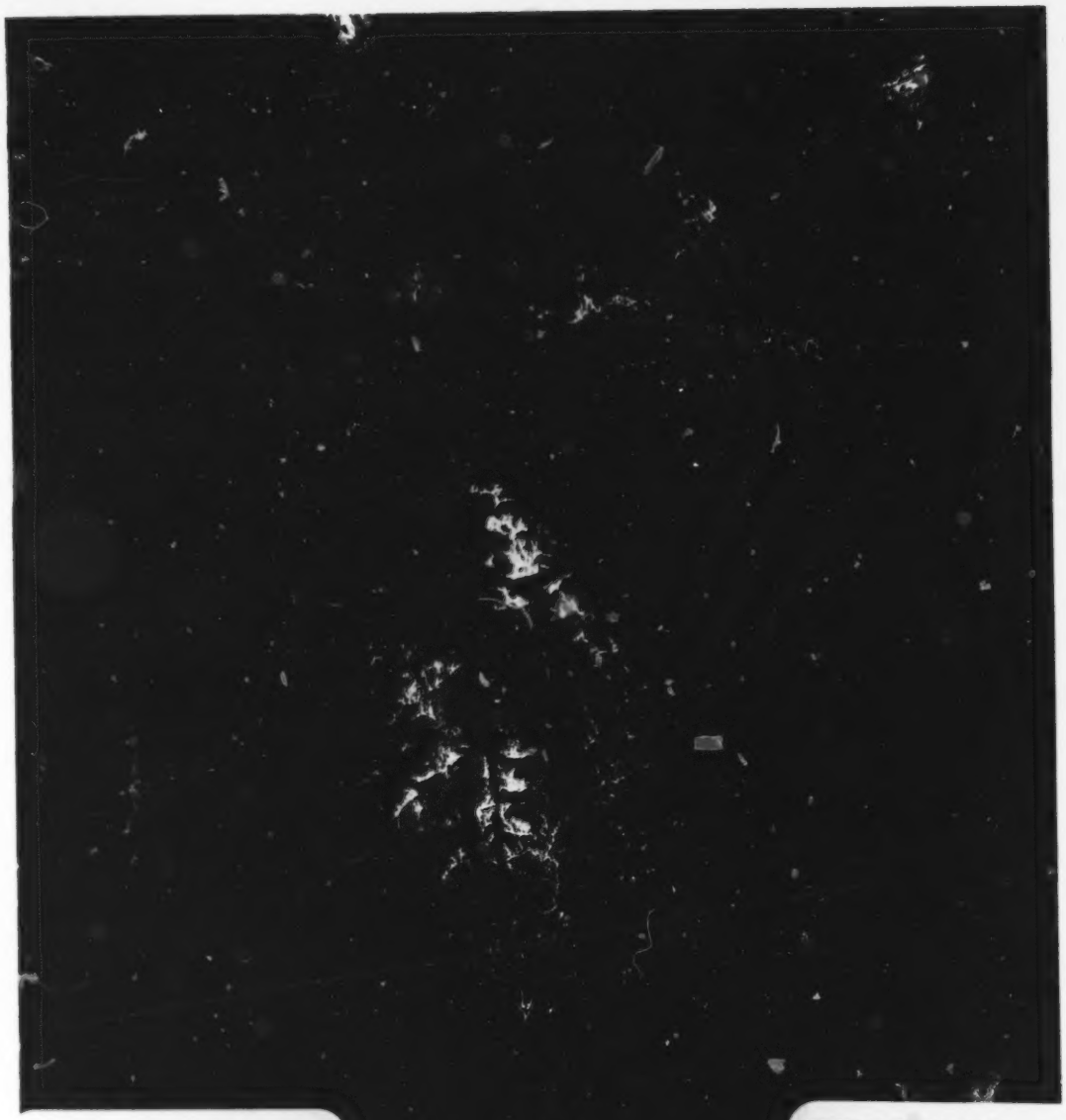

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Training and Accreditation of Adult Educators & Management of Adult Education Associations

TRAINING AND ACCREDITATION OF ADULT EDUCATION AND MANAGEMENT OF ADULT EDUCATION ASSOCIATIONS

edited by
W. M. K. WIJETUNGA

ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION

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I. TRAINING AND ACCREDITATION OF ADULT EDUCATORS

1.1. INTRODUCTION

The International Council for Adult Education (ICAE) in late 1984 requested the Asian-South Pacific Bureau of Adult Education (ASPBAE) to conduct a workshop aimed at developing some policy guidelines on issues associated with training and accreditation of adult educators. Funding for this international workshop was provided by the Canadian International Development Agency (CIDA). ICAE and ASPBAE extend their appreciation to CIDA for assisting in this important aspect of adult education.

The workshop was held in Macau from 25 March to 1st April 1985, at the invitation of the Macau Association of Continuing Education (MACE). This newly-established association hosted the workshop and provided financial support, administrative assistance and outstanding hospitality to the participants. ICAE and ASPBAE express their thanks and appreciation to the Macau Association, and particularly to Alexandre Ho, the Acting Chairman, K. Y. Lee, the Honorary Secretary, and Maria of the Macau Hotel School, for all their assistance.

Thanks are also due to Ron Hoskin of New Zealand, who so ably coordinated the workshop and to participants for their dedication to their task. The following report has been prepared by Ron Hoskin, in collaboration with the participants, using materials generated by the workshop.

The Workshop was intended : to consider the needs of adult educators, especially in the Third World, for training in adult education, and to suggest ways in which ICAE and other bodies could assist in meeting these needs.

Particular attention was focussed on :

— the different needs of adult educators at different levels and with different roles ;

— the advantages and disadvantages of accredited (certificate, diploma, degree and higher degree) study compared with non-credit short courses, including the question of 'professionalisation' ;

— study at home versus study overseas (especially programs in industrialised countries for Third World adult epucators) ;

— needs and possibilities in the areas of correspondence and other distance teaching of adult educators, development and use of instruction and self-instruction kits and other teaching materials ;

— language of instruction

— international versus regional programs (especially those fostering South-South learning) ;

— the nurturing of centres for the training and development of adult educators in different countries and regions ;

— the possible contributions of international and regional agencies and organisations (e.g. Unesco, ICAE, DVV, Kellogg, the regional adult education associations, other International and Non-Governmental Organisations).

How the Workshop was organised : The group including the Resource person, divided itself into two smaller groups, to analyse present provision as a response to different needs, identify major areas and kinds of current needs, suggest and critique alternative ways of meeting these needs, and develop a set of proposals and guidelines for the preparation of adult educators which takes advantage of the best experience currently available, and offers to promote adult education in the service of development, and suggest what contributions different kinds of international, regional, national and local institutions and agencies could best make.

At the beginning of the workshop, participants representing different major regions presented background papers which :

(*a*) review needs for training of adult educators (of different levels and kinds) in their regions :

(*b*) summarise present programs for the preparation of adult educators available regionally, nationally and locally ;

(*c*) indicate if possible to what extent adult educators go overseas for professional training and with what results ;

(*d*) report on any views about accreditation in adult education ;

(*e*) provide examples or summaries of any relevant studies and reports on the training (and accreditation) of adult educators, (e.g. Association conferences, Unesco workshops, and experts' meetings, university studies, etc.)

These papers and supporting materials provided the basic data for the Workshop. A list of the papers is given in Appendix B.

The report on this workshop, including the recommendations was presented to the ICAE Executive Committee Meeting, in Buenos Aires, in November 1985.

1.2. GROUP WORK : THE PROCESS

Workshop objectives agreed upon were to :

Take a detailed and critical look at training in adult education in the Third World.

Note : The need to be specific by area but try to generalise where possible

Question : Where to focus — adult education ?
— adult educators ?
— trainers ?

Consider the standing of Adult Educators and the place of accreditation and qualification for adult educators and trainers in adult education.

Prepare recommendations for ICAE and all regional organisations.

Develop ideas, concepts and recommendations for the future to the extent that written reports can be prepared soon after this workshop.

Two Task Groups Were Convened

1. Training of Trainers
2. Community-Based Adult Educators.

Note : Each group was to consider the limitations of educational, social, economic and political structures as they exist now.

It was decided to identify objectives first and to answer the following questions :

.. What is happening ?

What is desirable ? What are the gaps ? i.e. what further developments are desirable ?

What training model(s) do we propose ?
. Process
. Content
. Problems with structures

What kind of Certification is needed ?

At regular intervals the two task groups came together to exchange opinions and to develop thinking and ideas as a whole group. Clearly the requirements for community-based educators needed to condition the development and training opportunities suggested for trainers of trainers and for the trainers of community-based educators.

1.3. GROUP ONE : TRAINING OF TRAINERS

The agreed objectives of this group were to :

identify existing programs in the training of trainers

identify the appropriate desirable training programs

identify the gaps in training

anticipate future training needs and then plan accordingly

suggest suitable certification

identify existing resources :-
institutions where training could be done
resource personnel to conduct training ie. who are the potential trainers of trainers ?
materials
finance

identify relevant training methodologies (modules)

identify the target group of people to be trained

foster professionalism

A support network and research and documentation were also highlighted as important developments in the future

The group agreed that there is a gap between what there is and what is desirable for training of trainers

There is a lack of :

understanding and awareness of the concept of adult education for personal and national development ;

adult education leadership ;

professionally trained adult education personnel ;

positive support from governments, community and

recognition of adult educators ;

promotional and marketing skills ;

proper co-ordination of efforts by adult educators with other agencies - national / regional / international ;

financial resources ;

research and publication

dissemination of material ;

proper evaluation of programs ;

common medium of instruction, at the regional/international level.

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The Education/Training Needs for the Training of Trainers are :

to develop strategies to convince policy makers of the importance of adult education to national and personal development.

to involve policy makers and community leaders in national associations' activities.

deliberate efforts should be made to promote and advocate adult education e.g. full use of the mass media.

more regional/national training programs on leadership skills and communication are required.

to build and strengthen the network of adult educators, regional and national associations.

to set up regional clearinghouses for dissemination of information and materials.

to promote evaluation, research and publication.

to develop training programs on research.

to gain commitment from key people in each country so that after training there is some guarantee of action.

to provide awards to outstanding adult educators within each region.

Methods and Approaches Required for the Training of Trainers

Most methods and approaches should be different from those used in the formal system. **Principles to keep in mind are :**

participatory techniques to be used in the training of trainers so that the experiences and knowledge of participants are used in the learning process

the needs of participants will then be considered and a sharing and partnership in learning will be developed

problem solving processes to be used

systematic approach to learning is important

self-direction and self-evaluation are important

more on-the-job learning activities than theoretical lectures are required

flexibility is required in learning process, curriculum design and program development

self paced learning is desirable

learning how to learn should take precedence over straight training techniques

a variety in learning activities should be employed

involvment of participants in program planning will assist in recognising the contribution of each individual in the program

the importance of instructional techniques such as brain storming,

simulation, fish bowl, role-playing, discussion, buzz groups, debate, forum, seminar, workshop, inbasket, critical incidents, drama and puppet etc

when appropriate, the use of instructional devices such as film, OHP, video, TV, radio, slide, film strip, flip charts, flannel graph, etc

Suggestions for ICAE Program for Certified Training for Trainers and Community-Based Educators.

There was agreement that :

the trainers of trainers and the participant trainers should be selected.

there should be criteria for the certification of trainers.

provision should be made for a regular review of program design.

RECOMMENDATIONS FOR THE TRAINING OF TRAINERS

1. Regional Centres to be Established

An advisory committee for each (7 members).

The advisory committee would be involved in :

Trainers' selection
Certification
Program Review
Identifying individuals/institutions in training for awards/suitable recognition

2. The Role of ICAE Would Be To :

promote the setting up of the regional centres in collaboration with regional associations :
strengthen projects and networks ;
conduct/supervise training centres ;
involve existing institutions ;
promote/facilitate inter-regional exchanges - personnel/material/experiences

3. How Would This Happen ?

ICAE and Regional Associations to set up an Advisory Committee/Council. of

7 members at regional level to be spread geographically and possibly nominated by national associations.

One representative from each region to be from International Council for overseeing the regional centres.

Criteria for the Selection of Trainers

Proposed by national association/body and approved by regional advisory committee through consultation.

Trainers must be persons of integrity, commitment, proven ability and with relevant experience.

The choice of trainers/moderators, coordinators should ensure the continuity of the program.

Wherever possible the choice of trainers should be based on their proximity to the venue.

As far as possible they should be actively involved in their regional activities/ associations.

Trainers to go through a basic course.

Criteria for Certification - Credit Program (There should also be non-credit certification).

Test of knowledge and skills.

Fulfilment of all prescribed requirements.

Any outstanding performance in the course of training to be recognised.

Ceremony and presentation of certificates.

Certificate to be supported by transcripts.

Issuing authority(ies) : ICAE and/or regional bodies and/or national bodies.

List of graduands must be approved by the Regional Advisory Committee ;

Minimum duration : 200 to 250 hours (in modules) spread over 1 — 2 years.

1.4. GROUP TWO : COMMUNITY — BASED ADULT EDUCATION

The agreed objectives of this group were to:

identify the community educator
identify their needs
list existing knowledge of training
decide what needs are being met
determine further developments that are desirable
devise models to meet those developments
examine the process of certification

Who are Community-Based Educators ?

Part-time teachers

Full-time non-educational job with part responsibility for teaching, i.e. agriculture, health, social workers, community organiser, cooperative worker.

Voluntary teachers (unpaid) e.g. members of worker organisations, women's groups, sports coaches, St. Johns Associations etc.

Full-time animators for non-governmental organisations
— educational role only
— partly educational role

Full-time teachers - universities/government

Non-government part-time teachers

Popular educators - community leaders in 'political' education.

Training for community-based educators is :

insufficient, spontaneous, haphazard and not systematic, unco-ordinated

out of date and narrow
more available to men than women
overcontrolled by governments
too idealogically dogmatic
not political enough
overly technical in nature
very formal

Community based educators need to know :

how adults learn
about their country environment
how to identify the education needs of the community

regional and international education developments
how groups and teams work effectively
how to find cut about possible useful resources
about planning programs/projects for the community
the political implications of adult education
about the potential of adult educators as change agents.

Community-based educators need to be able to :

identify the education needs of the community, choose and use appropriate methods to promote participation and empowerment of the community, motivate the community to effect change, make themselves acceptable to the community
cooperate with other community workers
work effectively in a team
evaluate their own work
identify and utilise resources both inside and outside the community
plan their work
work with small groups
communicate effectively
make materials
start from the knowledge of the people
encourage the people to express themselves
deal with the political processes
promote and develop self-reliance in the community
to combine practice and theory
be responsive to new technology.

Community-based educators need to support and encourage :

the promotion of collective responsibility
the development of continuous change for a) themselves
(b) the community
self- learning
the identification of the macro forces influencing the micro problems
critical investigation
a commitment with the community
reviewing and evaluating future needs in relation to current practices
an involvement in the 'political' processes resulting from adult education activity
multi-culturalism and the importance of tolerance.

Principles to Guide the Training Model for Community-Based Educators are:

programs to be run by a team of trainers

both content and process are important

emphasis on (horizontal) communication between the participants

experimental methods are important so that participants use learning from the past, learn from the training experience as well as the content, and they are used as a resource in themselves.

based on participants' availability

to ensure the responsibility of the organisations where participants come from

to intersperse ongoing work with training events. That is, a series of events over a period of time

training experiences to be both inhouse and residential away from the workplace

some conceptual input is important. Reading will be required during residential workshops and structured reading material will be used between these workshops

field visits between participants will be encouraged

reporting/writing will be part of the learning experience, if, and when relevant

use of a wide variety of learning methods : role play ; group work ; discussion ; lecture ; visits ; projects ; games ; aids ; sociodrama ; popular theatre

use of constant review with the participants

involvment of participants in planning the training

encouragement of reciprocal learning - trainer to participant, participant to trainer as well as participant to participant

Background to the Following Model for the Training of Community-Based Adult Educators

Ideally all workers in community adult education should take a short foundation course.

The needs of the workers should be met through a variety of modules specifically designed to meet recognised needs.

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It is recognised that the needs of all workers, from field workers and trainers will overlap.

This overlap will be recognised by the development of modules into a core curriculum.

In order to achieve greater flexibility trainees will be encouraged to choose optional modules outside the core, which they feel are relevant to meet their particular needs.

As trainees proceed through the program the extended modules should encourage and enable negotiation and a greater degree of independent learning.

Modules must be continually reviewed and up-dated to meet the current needs of workers.

An emphasis should be placed on making use of the experience and knowledge of participants throughout the training program.

Stage III consists of a variety of discrete learning modules from which trainees might choose to complete their certificate.

All the proposals for Stages I, II and III training are an example of what might be included. Other things might be added to meet local needs, but too much might be counter productive in bringing about effective changes in the behaviour of trainees. Practice should go hand-in-hand with theory.

A Model for the On-the-Job Training of Community-Based Adult Educators

1. **Foundation Module** 45 — 75 hours (Core) : **Certificate of Proficiency**

Content :

How adults learn
Group dynamics (limited)
Teaching processes
Learning processes
Assessment

Process :

Managing the learning environment
Making learning aids
Planning program/courses
Coordinating with others
Observed and documented work practice

II. **Intermediate Module** 100 — 200 hours (Core) : **Certificate of Proficiency**

Content :

Economic, social and political
Social environment
Group dynamics (further)
Needs assessment
Self-assessment
Teaching methods
Adult and community education
Case studies
Local administration

Process :

Managing the learning environment
Making learning aids
Planning programs/courses
Coordinating with others
Using new technology
Preparation of case studies by the trainees
Observed and documented work practice

III. **(Specialisation) Advanced Module** — These are examples and other modules might be produced to meet recognised needs

Total hours are 150 (made up of chosen modules, each of which is 30-40 hours minimum duration). Total observed and documented practice Stages I to III (60 hours)

over 3 periods).

Certificate of Proficiency, Associate Member of ICAE

Content :

Upgrading of skills
Inter-agency work
Management skills
Planning projects
Research techniques
Adult basic education

Process :

Personal and interpersonal skills
Strategies for community development
Psychology of adult learning
How to organise voluntary workers

IV. **Training of Trainers Module — Certificate of Proficiency,** Member of ICAE

Content :

Program planning and implementation of stages I, II and III (including program objectives)
Skills in evaluation of course and student performance

Process :

Working as training team
Leadership and facilitating skills
Development of training materials for stages I, II and III.

Assessment — Measurement of Performance of Community-Based Educator

Stage I — Validation and accreditation by local association or local organisation

Stage II — Local Association and Regional (eg Action Learning Program, Macau Association and ASPBAE)

Stage III — Regional and International (eg ASPBAE & ICAE)

Stage IV — ICAE only

1. Regional and international organisations may appoint local bodies as their agents to validate and accredit Stages II, III and IV.

2. All courses/modules for Stages I to IV must be submitted to the appointed validating body for approval at least three months before the commencement of each course or module.

3. All successful participants in Stage III are entitled to become Associate, Members of ICAE.

4. All successful participants in Stage IV are entitled to become Members of ICAE.

Selection of Trainees

Stage I.

All part-time and voluntary workers
Untrained graduates
Technically and industrially skilled persons
Potential teachers after interview

Stage II.

Persons completing foundation module
Full-time teachers and community workers
Full-time and part-time program coordinators and organisers
Leaders in social and voluntary organisations

Stage III.

Persons completing intermediate module
Persons requiring refresher courses particularly for persons working in special areas
Senior officers in adult and community education

Certification

For the foundation module through the national association and/or recognised agencies within the country.

For the intermediate module through the national and/or regional association. Possibly through some selected agencies.

For the advanced and trainers modules through ICAE and regional associations such as ASPBAE, CARCAE.

1.4. RECOMMENDATIONS

Background

Adult Education plays a vital role in national, regional and international development. To carry out its role, effectively at every level, there needs to be strong leadership, stronger networks of administration and association, wider opportunities for training.

In this respect the training of adult education personnel at all levels is of vital importance.

In the context of a fast changing world with expanding knowledge and new technology the need for training and retraining in education becomes even more imperative. Adult educators in turn need to develop their skills in order to be able to cope with these developing learning needs.

ICAE could play an important role in focusing attention on the need to allocate time and resources for reflection on monitoring and evaluation of training programs for trainers and adult educators in general. The workshop has detailed suggestions as to where and how this process can begin and/or be developed further. It is recognised that there are already programs in existence.

Cultural Relevance

Training should not concern itself only with technical matters but should also be sensitive to social, cultural, economic and political issues so that a world view of the relationship between training and society can be developed.

Accreditation

Workshop members felt that there should be a common accrediting authority to certify training programs for trainers internationally as well as regionally. Workshop recommends that ICAE is the most appropriate authority to implement this for the following reasons.

ICAE has influence and status with UNESCO

Potentially more resources (human and material) are available through ICAE

ICAE has strong links with Regional Associations

Credibility of programs is enhanced by the involvement of an international organisation

Accountability and authority can be provided by ICAE.

Richer experiences worldwide can be tapped

There will be greater potential for promoting training within and between countries and regions

ICAE can give and encourage greater strength to regional organisations and can draw on a larger pool of participants and trainers

ICAE is able to attract expertise/resources because of its prestige

ICAE involvement can avoid unnecessary duplication of efforts, resources and funds

The Rationale for Recommending Accreditation is :

Foster professional competence in adult nonformal education, to provide better recognition to adult educators at national, regional and international level.

Provide access to higher learning and further training for those who otherwise do not have this opportunity.

Existing training programs are often too academic and elitist, sometimes irrelevant, too few and far between, and are inaccessible to most.

To enable identification, assessment and updating of existing training programs.

The proposed accreditation handled well would give ICAE a better international profile.

Through certification ICAE would be able to bring better solidarity and consistency in its efforts to promote the international adult education movement and to strengthen the existing network of adult educators.

Promote the study and research in adult/nonformal education.

Important Considerations Are :

It is recognised that there will be a large number of adult educators who :

Do not wish to be included in the process, and

For geographic or other reasons cannot take part in activities leading to accreditation.

Every effort must be made to develop a close link between the accredited and non-accredited and to **avoid developing an elitist group of adult educators.**

The guiding principle has to be that the accreditation process with actually lead to better learning opportunities for all adult learners. That is, standards required are to be based on the quality and relevance of learning opportunities available to clients.

It will be important to tap the potential training personnel in tertiary institutions to promote adult/nonformal education by providing them with suitable opportunities to obtain specific skills in adult/nonformal education. Existing programs will not be adequate in most instances.

It is important that adult/nonformal education training and accreditation programs do not merely get taken over by the formal system especially where programs and tutors in these formal systems have little experience in the practice of adult/non formal education.

Existing Programs and the Role of ICAE

ICAE's efforts and initiatives in accreditation, development and training need to be complimentary to other ongoing programs organised by national, regional and international agencies. ICAE could play a catalytic role in identifying and disseminating existing programs, experiences, materials, resources. It could also encourage relevant research, the production and exchange of new materials, translations etc, thus allowing the better use and exchange of resources and people.

ICAE Commitment is Required

But these and other developments will not take place unless there is positive ICAE commitment to allocate greater financial resources and to appoint specialist personnel for these purposes.

This report is written in the expectation that those commitments will be made.

2. MANAGEMENT OF ADULT EDUCATION ASSOCIATIONS

2.1. INTRODUCTION

The Training Workshop for Secretaries of National Associations of adult education in Asia held at Suraj Kund, Haryana, India, from 4th to 6th September 1985, was sponsored by the International Council for Adult Education (ICAE), with financial assistance from the Canadian International Development Agency (CIDA). The organisation of the workshop was undertaken by the Asian-South Pacific Bureau of Adult Education (ASPBAE), with the collaboration of the Indian Adult Education Association (IAEA), as the host organization. We acknowledge with gratitude the contribution made by ICAE and CIDA, and the excellent arrangements made by IAEA. The coordinator of the workshop was Rajesh Tandon of PRIA-New Delhi, and the resource persons associated with him were S. C. Dutta-IAEA, Lim Hoy Pick-Singapore and W. M. K. Wijetunga — Sri Lanka. Rajesh Tandon proved himself a very effective, amiable and productive coordinator. He was also responsible for the preparation of the draft report.

National Associations of Adult and Non-formal Education have been founded in several Asian and Pacific countries. Some of these Associations are very new while some others (e.g. Indian Adult Education Association) are very old. These Associations act as nodal institutions for the promotion and coordination of Adult and Non-formal Education in their respective countries. The nature of these Associations is essentially voluntary and office-bearers of the Associations mostly serve in an honorary capacity. Most of the Associations have a periodic election or selection of office-bearers.

The Secretaries of these Associations perform a significant function in the effective running of the Associations. As a result, it was felt that strengthening the roles and functions of the Secretaries of National Associations will contribute significantly towards the strengthening of National Associations and the International Adult Education Movement. The International Council for Adult Education (ICAE) has been concerned about the strengthening of the National Associations as these associations form the constituency of ICAE. It was in this context that a meeting of Secretaries of National Associations from different parts of the world was held in Holland in November 1982 after the ICAE World Assembly in Paris, in collaboation with VVV — the Dutch Adult Education Association. The present training workshop was seen as a continuation of the same sequence.

The ICAE requested Asian and South Pacific Bureau of Adult Education (ASPBAE) to organise a training workshop for Secretaries of the National Associations from the Region. Since ASPBAE was planning a series of activities for September 1985, in New Delhi, with the active collaboration of the Indian Association, it was

decided to hold the present workshop a few days prior to the commencement of the other activities. Once again the Indian Association willingly agreed to host this workshop, which it performed with remarkable efficiency. All the participants were given an opportunity to join the ASPBAE activities, which were held subsequently in New Delhi, from 8 — 14 Sept. This report briefly presents the deliberations and suggestions from this workshop, for the consideration of ICAE and CIDA.

Venue :

The workshop was held just outside Delhi at Suraj Kund in the State of Haryana during September 4 — 6, 1985. It was a residential workshop.

Participants

ASPBAE had invited Secretaries of National Associations from Bangladesh, China, Hong Kong, India, Japan, Korea, Macau, Malaysia, Pakistan, Philippines, Singapore and Sri Lanka.

Thirteen participants attended the workshop, including the Secretary of the Fiji Association (see Appendix C for the list of participants).

2.2. ROLES AND FUNCTIONS OF SECRETARIES

In the letter of invitation sent to the participants, the focus of the program was broadly outlined. This included :

* the strengths, needs and problems of National Associations ;
* the roles and responsibilities of Secretaries, and their own perceptions of their role ;
* the position of Secretaries in relation to organizational structures, and in relation to other office-bearers, and the general membership ;
* the management/organizational skills of Secretaries ; and,
* the prospects and problems of networking with governments, other national organizations, and with regional and international organizations.

However, the workshop was conducted in the participatory methodology and the participants jointly evolved the following focus of the workshop on the opening day :

(*a*) The roles and functions of the Secretary of the Association;

(*b*) the difficulties experienced in playing these roles ;

(*c*) management, organizational and developmental skills needed for effectively playing the roles of a Secretary ;

(*d*) the relationship of the Secretary with other office-bearers of the Association ; and,

(*e*) difficulties faced in promoting adult and non-formal education in various countries.

The introduction of the participants brought out two interesting aspects. First, some Associations were of very recent origin, and the Secretaries had just been inducted. Some other Associations and Secretaries had long experience. It was felt that this presented a good mix as insights from the experiences of the past could be used by new Secretaries in playing their roles more effectively, without the burden of past traditions and precedents.

The second aspect was the exciting range of backgrounds and work experience of the Secretaries. These comprised of university, non-governmental organisations, government services, corporate experiences etc. This further confirmed the necessity for organising such a training workshop for the incumbent Secretaries.

Roles and Functions of Secretaries

Each Secretary outlined the various roles and functions played by them in their respective associations (see Appendix D for details). These presentations brought out several common concerns and issues in respect of the roles and functions of the Secretaries.

Administrative and Secretarial Role

All the Secretaries have been charged with the responsibilities of administering various aspects of the Associations. These would include the maintaining of appropriate records, minutes and membership responsibilities. This appears to be a common characteristic of all the Associations and is a constitutional requirement of this role.

Implementation and Coordination Role

While most policies and guidelines seem to be made by the governing body of all Associations, it was clear that implementation of those decisions is the responsibility of the Secretary. It is here that the crucial follow-up functions is the main role of the Secretary. The Secretary also played a coordination function among members of the governing body (in particular with the President), governing body and ordinary members, as well as the staff of the Association, (if any).

Financial Role

Though most Associations have the post of a Treasurer, the Secretary also seems to share some of the financial responsibility of the Association. In many cases, the Secretary was responsible for supervising the day-to-day expenditure within the overall decisions and guidelines set by the governing body ; he/she is also a co-signatory for cheques ; maintenance of financial records on day-to-day basis also seems the responsibility of the Secretary in many cases. The Secretary is also responsible, in cooperation with other office-bearers, for the preparation of annual budget and statements of accounts.

Promotional Role

The Secretary seems to be playing a very critical role in promoting both the Association as well as adult and non-formal education. This role seems to be played in maintaining and building up membership of the Association and in linking up with other institutions and individuals within the country and outside. It was felt that continuous programs and activities are needed to sustain the interest of the membership and most Associations are doing that. The Newsletter also appears to be a useful vehicle for this purpose. Flexibility in membership status and requirements also seems to attract a broad range of members. If the membership of the Association is varied, then the representatives of the different constituencies on the governing body seems to sustain members' interest. The responsibility of the Secretary also extends towards promoting the recognition of adult and non-formal education in the context of national development in the different countries. This role implies interpreting the meaning of adult education in the national context as well as using a variety of methods, media and approaches in promoting the recognition for adult education within the country.

Influencing Government Policy

The Secretary seems to be playing this additional role as well. Various governments give varying importance to adult and non-formal education. However, it appears that the Associations adopt different strategies in trying to influence government policy in this regard. The Secretary seems to be the crucial person in pushing for this by ensuring the recognition of the Association by the government. This recognition can take various forms : consultation status in various committees, financial support from the government, membership in advisory bodies etc. It appears that the Secretary needs to be alert to the importance of this and to attempt this both through a critique of government policy and programs as well as through collaboration with government in evolving innovative models and methods.

Fund Raising

While the governing body of the Association as a whole is responsible for fund raising, it seems that the Secretary has to spend considerable time and energy in this respect as well. Membership fee as a source of funding for the Association can be only a small amount in many third world countries. Other regular methods appear to be publications (either periodicals or otherwise), training courses etc. on a fee-levying basis (as in Singapore) and project funds. It was in this context that the need for developing long term and diversified plans and programs with a view to raising funds was recognised, and Secretary's contribution in this respect highlighted. The Secretary also plays a PR role in establishing links with UN and other agencies.

Developmental Role

In some Associations (e.g. : Nepal) it is specifically recognised that the Secretary needs to play a developmental role. The Secretary needs to interpret and re-interpret the meaning of adult and non-formal education in the local context. He/she can be effective in this role only when he/she is recognised as knowledgeable, professional and with vision, and not just a mechanical functionary.

Difficulties Experienced in Playing These Roles

Very few Constitutions of National Associations fully recognised the wide range of roles played by the Secretaries as mentioned above. The Constitutions generally provide for a limited administrative and secretarial role and functions. Therefore, many Secretaries themselves as well as other office-bearers of the Associations do not recognise the importance of playing these additional roles which are beyond the limited ones provided for in the Constitution. It was felt that no Constitution can fully and legitimately spell out all the different roles, and yet the Secretary is expected to play this role.

Another major confusion about roles and responsibilities of the Secretary arise vis-a-vis those of the President of the Association. It seems that some Associations have given more importance to the role of the President (Hong Kong, Singapore, Macau, Pakistan, Malaysia, Thailand, Fiji etc). While in other Associations the post of the Secretary has been constitutionally recognised as a relatively more crucial one. In those Associatons where the post of the President is important, the Secretary is responsible for the implementation but does not have commensurate authority (specially financial). This creates difficulties for the Secretary who is held responsible for implementation but does not have the discretion to take decisions, specially with respect to expenditure.

One solution that has been constitutionally provided for in some Associations (e.g. India, Nepal, Bangladesh) is to designate the Secretary as Chief Executive. Thus the Secretary is given the necessary authority to act as the key functionary within the overall policy and guidelines set by the governing body. This model of designating the Secretary as Chief Executive seems to overcome some of these difficulties satisfactorily.

Another major difficulty faced is the continuity in the role of the Secretary. One problem is the term of the Secretary, Some Associations have the term of one year which appears to be too short for the Secretary to be effective. The second difficulty is that an incoming secretary is rarely briefed by the outgoing Secretary. As a result, the new incumbent is not able to maintain continuity on the role in an effective fashion. It was felt that besides having a longer term (at least 2 — 3 years) for the post of the Secretary, the National Associations must take care in grooming and preparation of the successor.

Another difficulty is that many National Associations do not have a fixed office, from which the Secretary could discharge his responsibilities. Records and papers of the Association are generally kept by the Secretary in his/her office or at his/her residence. As a result, all records and papers do not get passed on to the new incumbent. It was in this context that the necessity of having a small office for the Secretariat of the Association was recognised.

The range of roles and functions to be played by the Secretary implies that other office-bearers of the Association become actively involved as well. There has been an on-going difficulty in securing active involvement of all the office-bearers. It was recognised that unless the Secretary is able to get the support of his entire team, he/she may not be able to effectively discharge his/her responsibility.

It was, therefore, suggested that membership of the Association should be informed of the crucial roles of the Secretary so that they can keep this in view while electing a new team of office bearers.

Given the honorary and transient nature of the post of the Secretary of the Association, many incumbents do not have the necessary skills to effectively play these roles. It was, therefore, suggested that membership of the Association should be made aware of the need to elect/select the person who could effectively play this role. It was felt that the new incumbent not only needs to understand the roles and functions of the Secretary but also the effective manner in which these roles are to be played. It was in this context that the on-going training of the Secretary and his/her colleagues from the Association was also given importance.

Skills Required of a Secretary

Given the crucial role of the Secretary, the participants analysed the range of skills needed for the effective performance of the role of the Secretary. It was felt that all the Secretaries may not be fully equipped with these skills when they take over this post. However, a recognition of the range of the skills needed can create the possibility of their acquiring these skills. A particular incumbent may have some of these skills before hand, and may need only some others.

The following are the range of skills identified as necessary for the effective performance of the roles and functions of the Association :

- Understanding and knowledge of Adult Education, its concepts and meaning, and the principles of adult learning
- Project formulation and program planning skills
- Monitoring and evaluations skills, including interpretation of statistics
- Overview understanding of accounts, including audit and income tax requirements
- Record keeping skills, including storage and retrieval of information
- Report writing and editing
- Communication skills
- Public relations skills, including use of media
- Administrative and secretarial skills, including knowledge of relevant laws governing the Association
- Organising, facilitating and mobilising skills (resourcefulness)
- Decision making, problem solving and negotiating skills
- Networking skills including across-country leadership and human relations skills
- Skills in self-learning

Relation with ICAE

Some Secretaries felt that ICAE was too remote an organisation for them to feel a part of it. It was felt that decentralised and regionalised function of ICAE can strengthen and support the Secretary and the Association. It was suggested that regional linkages should be strengthened with ASPBAE and with ICAE as well. It was also felt that the proposed increase in the number of Vice-Presidents from Asia to three could perhaps further strengthen the linkages with ICAE, with suitable arrangements for them to act as coordinators for the different regions, sub-regions.

2.3. SUGGESTIONS AND RECOMMENDATIONS.

Based on the preceding analysis, participants indentified a series of suggestions and recommendations for their own Associations, ASPBAE and ICAE. Some of these are :

(*a*) In the short run, ICAE,ASPBAE should organise training programs to build the skills needed among Secretaries of Associations. It was felt that a small team of 3 — 4 persons (Joint and Assistant Secretaries etc) from each Association should participate in this program so that capabiliy of future incumbents is also enhanced.

(*b*) National and Regional opportunities for the self-development of Secretaries over a longer period of time should be identified and provided for . This includes self study materials and existing training programs.

(*c*) The term of the Secretary's post should be at least for two years with the possibility for another term to ensure stability and effectiveness.

(*d*) Efforts should be made to establish a small independent office for the Association to act as a Secretariat.

(*e*) The Secretary can share information more regularly with ASPBAE and ICAE and be encouraged to play a more active role in the Region.

(*f*) Regular **newsletter** by the Association as part of the Secretary's responsibility can promote both the Association and Adult and Non-formal Education.

(*g*) Efforts are needed to bring out close relationship with ASPBAE and ICAE so that Secretaries of different Associations can begin to undertake certain responsibilities in this regard.

(*h*) In an effort to strengthen the National Associations periodic meetings of Secretaries should be organised so that this exercise can provide an opportunity to share and analyse their experience and to promote a network.

Review

At the end of the Workshop, a collective review by the participants was undertaken. Participants were appreciative of the various sponsoring and host organisations for providing this useful opportunity to share and learn and expressed the desire to see continuation of such efforts, particularly to reach other Secretaries in the future.

3. APPENDICES

3.1. APPENDIX A : LIST OF PARTICIPANTS : MACAU

Coordinators

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Macau Hotel Training School
Macau.

Ron Hoskin
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Palmerston North
New Zealand.

Regional Representatives :

Africa

Paper only

Arab Region

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(Chief Representative, Arab League, New Delhi).

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Carribbean

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Europe

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Latin America

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North America

No nomination received.

Others :

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Keimyung Technical College,
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Dageu 634, Republic of Korea.

Resource Person

Ron Hoskin.

3.2. APPENDIX B : BACKGROUND PAPERS :

Haga Kashif Badri : "Arab Region".

Patrica Ellis : "An Evaluation Study of the Three-Year Certification Course for Teachers of Adults in the Non-Spanish Speaking Caribbean."

Akanisi Lewaravu : "Training Needs of Adult Educators in the S. W. Pacific."

Lim Hoy Pick and Elsie Yu : "Training of Trainers in Asia."

"Nonformal Education Act of the Republic of Korea."

Ines Pascal : "Overview of the Training of Adult Educators in Latin America."

George N Reche : "The Training of Literacy Teachers in Kenya-Reflections."

David Selby : "Background Paper."

Singapore Association for Continuing Education : "Training of Trainers in ASPBAE Region".

Sunthorn Sunanchai : "Training and Accreditation of Adult Educators."

Note : Copies of these papers may be requested from the authors.

APPENDIX C

LIST OF PARTICIPANTS : SURAJ KUND, INDIA

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D. S. Wijetilleke	National Association for Total Education 176/22 Thimbirigasyaya Road Colombo 5, Sri Lanka
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Rajesh Tandon	Participatory Research in Asia 45 Sainik Farm, Khanpur New Delhi — 110 062 India.
Lim Hoy Pick	Singapore Association for Continuing Education 13 Dalvey Estate Singapore 1025.

3.4. APPENDIX D.

ROLES AND FUNCTIONS OF SECRETARIES :

BANGLADESH (NANFAE).

1. To keep the official records.
2. To keep close contact with the member organizations.
3. To organise the Executive and General Meetings. Write minutes and circulate the same.
4. To check the bills of expenditure and pass them.
5. To prepare the financial statement and present it in the Annual General Meeting.
6. To call emergency meetings as and when needed.
7. To prepare the yearly activity report.
8. To keep contact with the concerned Government departments.
9. To be responsible for overseas correspondence.
10. To prepare the annual budget and project proposals.
11. To prepare the annual work plan and also the perspective plan.
12. To assess the needs of the member organizations and ensure assistance to them.

FIJI :

1. To prepare the agenda of all meetings in consultation with chairperson.
2. To record the minutes of all meetings.
3. To inform all members of all meetings.
4. To keep all correspondence and to correspond on behalf of the Association
5. To disseminate information on non-formal education to all members and individuals concerned with development.
6. To identify existing local and outside resources for the development of non-formal adult education network.
7. To innovate programs that will create more awareness in the role of adult/non-formal education in national development.
8. To create awareness of and support in the role that the National Association could play in national development.
9. To encourage membership of the Association.

HONG KONG (HKACE) :

1. To call meetings
2. To maintain an up-to--date membership list
3. To keep members informed of the activities of the Association, and to enlist support for such activities.

4. To record proceedings of all meetings.
5. To assist in the implementation of decisions at meetings.
6. To liaise with related bodies.
7. To prepare and maintain all records of the Association.
8. To arrange and handle publicity as required.
9. To handle internal and external correspondence.
10. To assist in preparation and production of periodic reports and publications.
11. To perform such other duties as the executive committee may allocate.

INDIA (IAEA) :

1. To act as Chief Executive of the Association
2. To convene meetings of general body, council and executive committee.
3. To prepare budget and report of activities of the Association.
4. To supervise program planning and implementation.
5. To guide director and other staff in carrying out the above programs.
6. To coordinate the activities of non-governmental and governmental organizations.
7. To cooperate with international agencies (i.e. UNESCO, ICAE, ASPBAE, IFWEA etc).
8. To ensure management/maintenance of building and other assets.
9. To bring to government notice the problems faced by adult education movement.
10. To identify persons and institutions doing outstanding work, for recognition by the Association.

MACAU (MACE) :

1. To call meetings
2. To keep the reports and files of the Association.
3. To keep members informed.
4. To communicate with other Associations and Government.
5. To promote the Association
6. To identify the needs of the people, through research, surveys.
7. To help the Chairperson to prepare the annual report and Financial report.

NEPAL (NACE) :

A. Organizational Roles

— Formulation of policy guidelines by working closely with the Chairperson and other members of the Association.

— Convening general meetings and executive meetings in consultation with the Chairperson.

— Keeping contact with similar national and international organizations in the interest of his/her Association.

— Expansion of the scope of Association by exploring and involving like-minded people and agencies having similar interests.

— Work in cooperation with the existing socio-political system.

B. Administrative Roles

— Chief Executive in carrying out the administrative tasks.

— Maintains a proper accounting system.

— Assigns job responsibilities.

— Keeps performance records.

— Sets up management scheme.

C. Development Roles

— Prepares frameworks for the development of NFE.

— Organises training programs and helps design and develop learning materials

— Tries for innovation in projects and programs.

— Supervises and evaluates adult education activities.

— Explores areas of cooperation.

— Works for raising of resources.

— Establishes linkages with other developmental agencies.

PAKISTAN (PACADE) :

1. To administer the Office.
2. To help the President generally.
3. To summon General Body and Executive Committee meetings with President's approval.
4. To implement decisions of the General Council and Executive Committee Meetings.
5. To engage in public relations.
6. To organise publicity.
7. To help obtain funds.
8. To handle correspondence.
9. To bring out Newsletter and Journal.

SINGAPORE (SACE) :

1. To inform members of Association's meetings, programs and other activities.
2. To keep minutes of meetings.

3. To correspond with other organizations — local and international.
4. To formulate policies and strategies for Association's development.
5. To promote Association's programs of activities through various means (e.g. publicity, talks, contacts, newsletter, etc).

SRI LANKA (NATE) :

1. To maintain a register of all members.
2. To conduct business as directed by the Executive Committee.
3. Receive notice of resignation of members.
4. To receive written submission regarding conduct of members.
5. To receive written requests for Special General Meetings.
6. To be a co-signatory to cheques of the Association.
7. To call meetings.
8. To maintain minutes of all meetings.
9. To maintain correspondence with members of outside organizations.
10. To mintain an office if required.
11. To maintain the seal of the Association.
12. To prepare the Annual Report of the Association.

ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION

30/63A, LONGDEN PLACE, COLOMBO - 7
SRI LANKA

Membership Application

NAME : .....

ORGANISATION : .....

POSTAL ADDRESS : .....

.....

..... Post Code .....

I enclose the sum of $ ..... being for .....years membership of the Bureau.

Membership Fees :

INDIVIDUAL (ASPBAE COUNTRY)	$ 10.00 US PER ANNUM
INSTITUTIONAL (ASPBAE COUNTRY)	$ 40.00 US PER ANNUM
INDIVIDUAL (NON-ASPBAE COUNTRY)	$ 20.00 US PER ANNUM
INSTITUTIONAL (NON-ASPBAE COUNTRY)	$ 60.00 US PER ANNUM
LIFE MEMBER	$ 200.00 US

* Or equivalent in Australian, Hongkong and Singapore Dollars.

All Cheques, Money Orders should be payable to "ASPBAE"

Please return this form with your cheque, Money Order to :

Dr. W. M. K. Wijetunga,
Secretary-General-ASPBAE,
30/63A. Longden Place, Colombo 7.
SRI LANKA.

OFFICE USE ONLY

Date of receipt of payment .....

Amount $ ..... Cheque No. .....

Receipt No. ..... On List .....

ASPBAE COUNTRIES

Sub-Region 1 : Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan, Sri Lanka, Turkey.

Sub-Region 2 : China, North Korea, Mongolia.

Sub-Region 3 : Australia, Brunei, Burma, Hong Kong, Indonesia, Japan, Macau, Malaysia, Philippines, South Korea, Singapore, Thailand, Vietnam.

Sub-Region 4 : American Samoa, Cook Islands, Fiji Islands, Kiribati, New Caledonia, New Zealand, Papua New Guinea, Tonga, Tuvalu, TTPI, Solomon Islands, Vanuatu, Western Samoa.